Incorporating High-Yield Literacy Strategies: An Instructional Model

**Step 1: Purpose Setting**

Whether it is a problem to solve, a hypothesis to prove, or a question to answer, students are more likely to comprehend and make meaning from text when they are guided by a purpose as they read.

**Step 2: Predictions**

To make a prediction is to declare or indicate in advance. It means to foretell on the basis of observation, experience, or scientific explanation. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

**Step 3: Vocabulary**

According to Marzano in Building Background Knowledge for Academic Achievement, knowledge of content-specific terminology is synonymous with background knowledge. He argues that this relationship demands that content area teachers incorporate direct vocabulary instruction, including content-specific terms as opposed to more general terms or definitions.

**Step 4-5: Collaboration & Visualization**

Collaboration and working in groups are deemed 21st Century skills. Advocates point out that more and more projects in the workplace are team efforts, and businesses need individuals who know how to work well with others. But collaboration does not just happen—it is a skill that requires instruction, modeling, opportunity, practice, and feedback. Research also shows that proficient readers create mental images spontaneously and purposefully during and after reading. These images help readers recall details and draw conclusions.

**Step 6: Text Analysis**

The purpose of analyzing is to explore a topic to gain a deeper understanding. In the case of analyzing text, it is important to understand what the text says and why the author chose to say it that way. Text analysis requires strategy and engagement on the part of the students as well as the teacher.

**Step 7: Comparison**

Robert Marzano, Debra Pickering, and Jane Pollock (2001) compiled available research on effective instruction and found that this had the greatest effect on student achievement, leading to an average percentile gain of 45 points. When comparing and contrasting, students must use relevant evidence from the text to support their points in writing and speaking, making their reasoning clear to the reader or listener.

**8: Creation**

When we create, we put elements together to form a coherent or functional whole. It involves engaging in a reflective process in order to craft something new in order to demonstrate understanding. Often this takes the form of written responses to activate deeper thinking in others.